

IMPLEMENTATION OF A PROFESSIONAL DEVELOPMENT TRACKING TOOL WITH COACHING SESSIONS TO IMPROVE NEW GRADUATE NURSE SATISFACTION

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Abstract

Background: Nurses satisfaction with their professional development influences overall job satisfaction, which contributes to intent to stay and turnover. Factors such as nurse practice setting, leadership style, education level and years of experience influence nurse professional development satisfaction. While these factors affect all nurses, early tenured nurses need the most leadership support to enhance their professional development.

Methods: The purpose of this quality improvement project was to improve new graduate nurses' knowledge and satisfaction with their professional development opportunities utilizing a professional development-tracking tool coupled with coaching sessions over a 12-week period. The secondary purpose was to improve nurses' self-efficacy with their professional development. Inclusion into study required nurses to have a minimum of 6 months and a maximum of 3 years nursing experience.

Results: Results showed clinically significant improvement in professional development knowledge, satisfaction, and self-efficacy.

Conclusion: Coaching as a leadership strategy coupled with an evidence-based professional development-tracking tool provided an iterative yet structured approach to improve new graduate nurses' professional development satisfaction, knowledge and self-efficacy. The positive results of this QI project contributes to the body of nursing professional development literature.